

## Dyslexia Friendly Policy

### Doxey Primary School has Full Dyslexia Friendly Status dated July 2014

Doxey Primary School endeavors to meet the diverse needs of its pupils to ensure inclusion for all. All of our pupils are entitled to a broad, balanced curriculum, delivered in a relevant and differentiated manner, enabling progression and continuity to be experienced.

It is important in this school that the teaching and learning, achievements, attitudes and well-being of every young person matters. In order to make access to the whole curriculum a reality for all pupils, we foster an ethos in which positive attitudes to gender equality, cultural diversity and special needs of all kinds are actively promoted.

The achievement of Full Dyslexia Friendly Status recognises that we meet the needs of all our children. We believe that this will not only benefit children with dyslexic tendencies but will also have a significant impact on other pupils whose Literacy skills are not appropriate to their age, as strategies that are good for the dyslexic learner are good for everyone.

#### What is Dyslexia?

*'Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling'. Sir Jim Rose 2009*

*'Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the word level and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching'.*

*British Psychological Society 1999 (as adopted by Staffordshire County Council January 2007)*

Dyslexic children frequently have weaknesses in short term memory, sequencing and processing information - skills everyone needs to learn effectively in a busy classroom. What may start as a learning difference becomes a learning difficulty if dyslexia goes unrecognised and the teaching is inappropriate.

However, if those with milder forms of dyslexia are identified early and given the opportunity to learn the way they learn do best, they may cease to have special educational needs. The skills and strategies which dyslexic children need in order to learn can be taught.

## Teaching strategies

Everybody has an individual learning style. Dyslexic children seem to process information differently. Understanding how they learn best, and being flexible enough to adapt teaching approaches are vital factors in enabling dyslexic children to learn effectively in the classroom. Therefore, at Doxey Primary School, we employ the following teaching strategies for dyslexic children:

- All teachers and teaching assistants are provided with IDP training which is reviewed regularly. All new members of staff will part take in the training during their induction period.
- Have high expectations for intellectual stimulation, but reasonable expectations for written responses.
- We promote a 'can do' culture.
- We encourage children to understand the way they learn best and promote positive learning through our school's **PERFECT** learning behaviours.

**P- Persistence:** *Keep trying until you succeed.*

**E-Enquiry:** *Keen to learn about new ideas and skills*

**R- Reflective:** *Time to think about how to make improvements*

**F-Focus:** *Ready to learn*

**E-Enterprise:** *Use our knowledge and skills to create something new or solve problem.*

**C-Challenge:** *Challenge yourself rather than taking the easy option*

**T-Target setting:** *Plan your own improvement by setting targets.*

- We have a whole school focus on our Doxey Values, promoting positive self-esteem:

Perseverance, Pride, Curiosity, Respect and Self-belief

- We use multi-sensory methods of learning - VAK teaching and learning.
- We are prepared to explain things many times, in a variety of ways.
- We give guidance about how to do tasks systematically.
- We are aware of signs of tiredness and fatigue, implementing Brain Gym to allow children opportunity for a break within their learning.
- We enable dyslexic children to show their interest, knowledge and skills, despite their difficulties in writing.
- Our marking identifies success (green) and improvement points (yellow FIX IT marking).
- We use of ICT (Wordshark, talking tins and digital cameras for example.)
- We use adult (learning mentor) or partner support and teaching where available.

## **Dyslexia Friendly Classrooms**

At Doxey Primary School we recognise that the correct working environment is vital for all learners. For a dyslexic child, already they may be having difficulties with listening, hearing, concentrating, sitting still, writing and finding the things they need. If their classroom environment works against them, no matter how hard they try it will be more difficult for them to succeed. Therefore the classrooms are:

- Dyslexia Friendly. A checklist is used by the children to monitor how effective the classroom environment is for all learners. For example, is the IWB background colour appropriate? Are there mnemonics displayed on the wall? Is the classroom well lit? Are our learning/ working walls used effectively?
- Equipped with VAK packs (a box of Visual, auditory and kinaesthetic resources to support all learners e.g. table prompts, timers, dictionaries, alphabet arcs etc). Both children and adults can access these resources when needed.
- Equipped with clearly labelled and neatly arranged resources so that they can be accessed easily.
- Arranged so that during lessons, the dyslexic child can sit near the front.
- Adapted so that dyslexic children have opportunity to sit alongside well motivated children or a work partner who can clarify instructions for them.
- Information and displays are accessible e.g. using non-white paper, picture clues.

## **Dyslexia Identification**

All teachers have responsibility for dyslexic children. If the school's assessment and observation procedures indicate concerns regarding reading, spelling, writing or numeracy, teachers will implement the following procedures:

- A Dyslexia Indicator Checklist will be complete (consult parents)
- Refer to Handy Hints / Do's and Don'ts in the SEND handbook, located in the pink SEND folder in every classroom for help and advice.
- WAVE 2 support is planned and mapped out on a class provision map.
- WAVE 2 intervention or provision will be complete and reviewed regularly.
- If further support is needed consult the SENCo. The SENCo may suggest adding the child to the SEND register (WAVE 3) and referrals to outside agencies such as SENSS/ EP may be required.
- Consult with parents and child and gain parental permission.

## **Assessment and Intervention**

The school's assessment and tracking procedures facilitate the early identification of difficulties, whilst highlighting individual abilities. Areas of difficulty are highlighted and an appropriate intervention programme is developed, in conjunction with the SENCo. Termly SEND pupil progress meetings are complete with class teachers and SENCo (from nursery to Year 6) where progress and attainment is discussed. Provision is reviewed and appropriately updated and mapped out every half term.

### **Partnership with Parents**

As the Code of Practice on the identification and assessment of Special Educational Needs states, 'Professional help can seldom be wholly effective unless it builds upon parents' capacity to be involved.' We acknowledge that maximum participation by parents/carers is essential in embedding positive attitudes in dyslexic learners. We endeavour to be in regular contact with parents - face to face, on the telephone or via individual homework diaries. We will help to allay any fears parents' may have for their child's education, by understanding their concerns and pursuing strategies to help.

### **Complaints Procedure**

If you have a complaint please come and see us. We will listen and deal with it as quickly as possible.

When parents are worried or unhappy about any aspect of school life or the curriculum they should come and talk to the class teachers first. This will usually resolve the problem, however, if they are still dissatisfied then they should contact either the Head teacher. Further steps would be to inform the Governing Body and the Local Education Authority.

Last updated 26.03.15.